

WILLIAM M. DAVIES, JR. CAREER AND TECHNICAL HIGH SCHOOL

50 Jenckes Hill Road, Lincoln, RI 02865

Board of Trustees

Minutes of the Regular Meeting

May 08, 2017

Minutes were approved at the June 12, 2017 Board of Trustees Meeting

I. Routine

A. Call Meeting to Order

At 8:06 a.m., Mrs. Kyle, Chairperson, called the meeting to order.

B. Attendance

Davies' Executive Assistant called the roll of the Board.

Members Present: Harold Burns, 2nd Vice-Chairperson; Raymond Chartier; Larry Gemma; Robert Halkyard; Carolyn Kyle, Chairperson; David Marquis; Paul Ouellette, 1st Vice-Chairperson; John Quinn; James Segovis, Ph.D.

Members Absent: George Nee

Others Present: Joanne Andrews; Cheryl Carroll; Gerry Manning; Susan Paquin, Steve Osborn, RIDE's Chief of Innovation

C. Approval of Minutes

Mrs. Kyle asked for a motion to approve the April 10, 2017 Regular Session minutes. Mr. Ouellette made the motion; Mr. Burns seconded the motion; and all were in favor.

D. Recess to Executive Session Pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to Discuss Pending Litigation and Personnel Issues

At 8:07 a.m., Mrs. Kyle asked for a motion to recess into Executive Session. Mr. Halkyard made the motion to recess into Executive Session pursuant to R.I. G.L. 42.46-5 (A) (1) and (2) to discuss pending litigation and personnel issues. Mr. Gemma seconded the motion and all were in favor.

E. Return to Regular Session

At 8:29 a.m., Mrs. Kyle asked for a motion to recess back into Regular Session. Mr. Halkyard made the motion to recess back to Regular Session; Mr. Chartier seconded the motion; and all were in favor.

Mrs. Kyle asked for a motion to seal the minutes of the Executive Session. Mr. Burns made the motion to seal the minutes of the Executive Session, Mr. Ouellette seconded the motion; and all were in favor.

F. Opportunity for Audience to Comment

N/A

II. Business Agenda

A. **Finance Report** – C. Carroll, Business Office Coordinator
N/A

B. **Human Resources Report** – Joanne Andrews, Human Resources Coordinator
Report was given in Executive Session.

III. Informational Time/Program Update

A. Director's Report

1) **Davies Teachers' Association**

No representation present.

2) **Davies Teacher Assistants' Association**

No representation present.

3) **Center for Advanced Manufacturing** – Steve Osborn, RIDE's Chief of Innovation

Mrs. Kyle invited Mr. Osborn to the meeting to bring the rest of the board up to speed on what has been going on with the development of the Center for Advanced Manufacturing [CAM]. He and she have been in discussion about building a relationship with the board. Mr. Osborn has been instrumental, behind the scenes with the Director, as it relates to advancing Davies. On behalf of the Board, she appreciates that. Mrs. Kyle asked Mr. Osborn to speak on his vision for CTE, Advanced Manufacturing, as well as the Board nominees that are on the table.

Backing up three steps, last fall, after a 6-month planning process, RI was awarded about \$2 mil from JP Morgan/Chase to be able to revamp/revitalize career and tech education in RI. One of the things that is key and vital in the grant is how do we get career and tech education into all of our schools in RI. Obviously we have all the CTE centers, but there is an increasing recognition that career education is working for kids in RI over the last 5 years. The highest graduation rate of all of our students has been 85% and for our career and tech students, the rate has been between 91 and 95%. So career and tech is working; it is engaging kids, and it is also something that is increasingly of interest to parents. While 2 mil isn't a monstrous amount of money to do this work statewide, but the way we were going to use the money is to build the capacity in our schools and districts to lead the work. RIDE learned a lot of lessons from Race to the Top, etc., where we invested in RIDE capacity that didn't really trickle out to the schools and make a difference, an impact. So the idea is how do we bring in centralized training and different ways for schools to pull in career education that RIDE would pay for and leave our schools and districts with that capacity. Mr. Osborn had a number of conversations with Mrs. Gailliard-Garrick before the holidays saying, hey, this is an amazing opportunity. It's a chance to pull Davies into this right away; let's figure out how to do this.

Shortly thereafter, in some unrelated conversations, we had some ? from the Commerce Corporation team and there is some new leadership at the RI Manufacturing Association [RIMA]. They are very much interested in how to strengthen some of the manufacturing work taking place specifically at Davies. The Commerce said there is a potential to get some money for the budget. This sounds great, let's do it, but let's figure out how we can use this process to be able to help align the work that is happening at the school to the overall state plan. The idea is really how do we turn Davies, and Davies is there with a lot of its work, into the posterchild and be the success story of career and tech?

As part of those conversations, we had a meeting back in January. It laid out a handful of conditions. #1: We would work together to fill the seven board vacancies for the school. One of the things that has been really challenging in career and tech in RI, except for the Davies board

who are vested, is a lot of folks haven't bought into it. Prior leadership at RIMA would frequently tell us what was wrong; how do we pull on leadership to be able to tell us how to get it right. So we are trying to get people vested from the beginning. #2, how do we pull in folks to kind of leverage the work that has been happening in RI? Davies does a phenomenal job in terms of business partnerships and getting the students at work sites. There are two areas we probed into and it is a big part of our focus through our higher ed partners, is last year there was no students at Davies that took an AP test, and there was also only one student who took a dual enrollment course. This has been a big part of our effort over the last two years and so the idea was, building a partnerships with higher education for dual enrollment opportunities all being paid by state funding right now. Then with the AP courses, how do we make sure we are pushing our students at that level of academic rigor. What we hear way to often is that kids will leave high school and they don't have the deep core academic technical knowledge. That is not to say that AP is panacea; it's not to say that every kid shouldn't be on a college path; they definitely should be, but it is a way to be able to have a deep core level of rigor which is connected very well with parents. It also sets a clear expectation of a level of readiness for kids. Conceptually, that framework of some of those pieces is not terribly different than what Worcester went through a couple of years ago.

To save everyone the drive to Worcester if you haven't been, the school has really strong business partnerships. Mr. Osborn does not think they are any different than the ones here at Davies. What the school did, though, is about 15 years ago, they invested in teacher training for curriculum work. That allowed them to go much deeper in terms of academic performance and it also changed the approach of the school which led them to some of the different partnerships that they didn't have in the beginning. The one partnership that was most impressive was the Veterinary Clinic at Tufts University. He had walked into a room where a 16 year old was assisting a Vet spaying dogs. They were able to do it because it pulled in these really deep core pieces and transformed the school from a place 15-20 years ago when the expectation was just career to a place now where the expectation is college and career for all of its students. Mr. Osborn wants to make sure that Davies benefits from those too and really be the posterchild of what can happen.

Some of the other conditions that came out of that meeting were:

- ask Davies for help in developing a 3-year plan to be able to align to the length of the New Skills for Youth grant that we got. How can the school plan out, over that 3-year process, the use of the funds most effectively?
- bring on someone to oversee the Advanced Manufacturing portion of the program. One of the things we have seen whether it be with the P-Tech programs which will be in their second year next year, is having someone who has a direct interface with business and industry but also speak the language of business and industry. This will be hugely important.

One of the goals that we would have for CAM is that students would leave, going through this program, with industry recognized credentials, being able to walk across the stage into a job, but also with a college credit to be able to move forward if they want to. However, we also started conversations with those folks to say that the expectation from the manufacturing sector is that any kid that leaves this program would get an interview. We are really trying to ramp-up and pull in employers that have that level of respect. They can really help us rebrand manufacturing. One of the biggest challenges in manufacturing is folks saying what manufacturing use to be, but by and large, folks are not seeing what manufacturing is today. It is totally different. So we are trying to get that cross-level commitment.

The final piece, as we go through this, is there are seven vacancies on the board. We need to make sure we get the voice of folks to help build ownership. The first three names that we have

currently are kind of ex officio positions and the idea is to kind of leverage these three folks in their full-time functions and roles to be able to help make this work, be a success.

(Refer to bios of Rosemary Costigan, Ph. D., R.N., Sr. Vice President of Academic Affairs at CCRI; David Chenevert, Owner of Swissline Products, Swissline Precision Mfg., and Swiss-Med Technology; and Heather Hudson, Exec. Director of the Governor's Workforce Board of RI.)

—Dr. Costigan's team has been central in the early college-high school partnerships and the P-Tech work. She was also the former nursing dean at CCRI. This is unrelated but it is proof that she brings a wealth of knowledge and experience. She will help us figure out how to build meaningful partnerships with the Flanagan Campus. Students here at Davies can literally just walk through the forest and start taking those courses. CCRI rethinks the programs that they offer. There is a lot of alignment between what Davies does and what CCRI does.

—Heather Hudson is the current Executive Director of the Governor's Workforce Board. There are a lot more resources that can be brought forward to be able to help a lot of the programming. Through the New Skills for Youth process, one of the things we did was an asset map and inventoried all the funding that was being spent on career education and workforce development. This led to a re-prioritization of about 20 million dollars, so the grant itself is 2 million dollars that will be supporting this work. Ms. Hudson's team has a tremendous amount of money to support scaling down workforce development partnerships in high schools. Mr. Burns asked what he meant by "scaling down." Ms. Hudson and the Dept. of Labor and Training, have been working on Real Jobs RI. The idea is instead of government saying this how we train folks, Real Jobs is pulling in business and industry and saying what resources do you need to train folks at the level you feel is appropriate. The idea, as a part of New Skills for Youth, for about 35 partnerships that are doing adult workforce development, is to have grant funds available and not a lot have jumped on it because it is tricky transitioning from adult training workforce to K-12, but there is about \$800,000 available right now to do this, but ideally if there are partnerships, how do we pull them into the high schools. Instead of reinventing the wheel, how do we draw on existing partnerships to better engage kids early in the process?

—David Chenevert is currently acting as the Executive Director for RIMA. In the conversations that we had back in January with folks from the board and the school, Mr. Chenevert has been a fierce advocate for Davies and for the investment of funding and support of manufacturing in high schools. His perspective would bring in the voice of manufacturing. He will help us develop the solution of what we are not doing successfully.

These are the first three. There was a fourth which we had to pull back because of a conversation that came up. He is a school leader in the Blackstone Valley area who said to us, "how do I get more involved; how can I help and better support the community?" That was the reason why he was considered a fourth. It was by no means in terms of any kind of succession planning. This was someone who is a voice we work with regularly; who has hit some challenges on how he is perceived in the community, but wanted to be able to figure out how to give whatever knowledge he has to be able to support and benefit others in the area. With the other four vacancies, Mr. Osborn would like to work collectively as a group and figure out who are the right names to be able to voice this. The more we can pull in voices that help folks understand and recognize that the commitment that they will make to the school, will help us to advance the work further and more deeply. The goal he would like to see for us is that we would have the state's most respected manufacturer saying that any kid who goes through this program, we will already give them an interview. We can do the work to get them to the door.

Mr. Osborn asked for any questions but he first mentioned that he hopes this is the first of many conversations to come. Mrs. Kyle added that the vision for Advamced Mfg. is compelling;

otherwise, we are all in agreement that transformation is a road to good jobs. That is an easy thing to talk about. We, as Board members, we always carefully vet additional board members to this group, it has been based on strategy and alignment in terms to where the school is moving. She hears loud and clear the three nominees which seem, in her opinion without interviewing them personally, compelling as well. As we look at the other four seats and we look at the school in general, of course we have the CAM, which is a lot of gravitas right now, but what about the other programs in the school? We have the other industries: Hospitality, Health Careers, a big sector in RI. So if we look to fill those other four vacancies, she would like to have the conversation about what will our process be and are we also looking to fill those vacancies with individuals who represent those sectors. Because her concern is, if we load this board with folks with manufacturing backgrounds, in a way we are causing classes within the school. We have the students in CAM and with all the exciting buzz about that which is awesome, then you have the student who is in Health Careers, etc, she doesn't want them to feel that they are not as important and getting as much attention from the state. How do we bridge that? Mr. Osborn is very open to partnering to figure out how to do that; how to figure out that balance. There isn't one approach to doing it. We need to think about how to bring in appointments that help in terms of rebranding of career education in RI. This is one of the biggest challenges that we have and working on regularly. This is the biggest challenge in getting comprehensive high schools to do this and getting parents to do this for kids is the branding. For most communities, Davies is different because it is a school option that parents are seeking out and saying, "I want my child to go to Davies." In many of the communities, kids are sent to career and tech centers because they are not on the college path or they may be struggling. The question is good career education is high quality applied learning, but how do we do it in a way that also academically pushes students as well, but it is very challenging in how the system was set up for 40-50 years.

RIDE about 5 years ago set up a list of industry recognized credentials for CTE and every career program in the state had to meet one of those credentials. Mr. Osborn joined the team 3 years ago and went through the list. A lot of them were very K-12-centric credentials. There are certain credentials that historically been given by CTE programs that are most recognized by K-12 CTE community. They were not the ones that were recognized by business and industry. For example, the common credential that is most accepted in construction and a lot of welding work is the NCCER credentials and a lot of the high schools are only doing the NOCTI which is K-12-centric. Not that NOCTI is bad, it is just not the universal language that is communicated with employers nationally. So what we started was embark on a process that would get employers to help us develop the standards for our programs. What we tried to do along that process was pull in employers that not only had the massive jobs but also would be respected by parents and by teachers in the community. He recognized that we needed to bridge some of the gap. They have been really deliberate in pulling in partners that folks would say, "Hey, this is somewhere where I would be proud to work at and also proud to have my children work at." In moving forward, we would be very interested in figuring out how to bring additional members onto the board who would help us change that stigma.

Mr. Burns addressed the "Organizational Upgrades," where it says there will be a manufacturing advisory board. He envisions that CAM would have an advisory board and to him it adds capacity to that part of the school in terms of the outreach to business. It diminishes a little bit for the board to be dominated by CAM people. Mr. Manning answered a question asked by Mr. Quinn. Every one of our programs has an advisory board including each program that is going to be a part of CAM: Mfg. Tech, BioTech, Electrical and Pre-Eng. His envisions uniting these four boards towards a common cause for CAM as opposed to the individual capacities of each of them. Mr. Osborn replied this is a good way to think of it.

Mrs. Andrews mentioned RIDE's credentialing, but at Davies for as long as she had worked here, we have been doing industry credentialing. It has been a constant standard for us. She heard Mr. Osborn say that Davies is different than the other CTE centers, we are. For all CTE in

RI, RIDE has a required standard for the last five years. Davies has been doing it way longer than five years. RIDE said this is the list of credentials. They do not hire anyone in these fields. He does not have the knowledge of what a business owner of advanced mfg, or construction, or IT is going to need so where the mistake was, was on RIDE's part saying this is the definitive universe.

Mr. Manning touched base on the credentials. One important component that was left out in Mr. Osborn's presentation is where he talked about CTE boards and bringing these employers together, one of the important components that we were able to engage in is we have our teachers engaged on those committees as well. So we have the educational perspective as well as the business perspective. Mr. Burns sat in on the Pre-Engineering along with Steve Cardoso; we had Janet Butler and Christina Befumo on the Bio-Mfg board and on the Machine's board, of course Briar Dacier. The important piece they brought to the table was they brought our credentials into that discussion so rather than just looking at OSHA 10 as a major credential; it is looked at as a secondary credential. All of our programs are aligned with industry-recognized credentials and another important piece that Mr. Osborn alluded to in terms of strengthening CTE leading students towards college readiness, we had 65% of our students go onto college last year. So we are taking that urban-ring student with a 6th grade and 6th grade math level and bringing them up to a level where 65% of our students are able to go onto college and 95% of our students are leaving with industry credentials. I think we are hitting the mark on that very strongly. We are making inroads with AP classes through the work of Adam Flynn and Nicole Silvia. Our teachers are being trained, this was happening long before we got into this conversation about CAM, it goes back to our strategic planning and seeing there was a need for us to move in that direction. A lot of the strides we are taking and are in the process of starting before these conversations. The person coming onboard from industry, in that January meeting, the major component that he walked away from that meeting was that it was an industry person working with an educational person. He knows this is still a sticking point for all of us and is not sure where that shift took place away from this 2-person to a 1-person who will take the leadership role, but in terms of program alignment, all of our programs are aligned with those CTE standards. The only program that has some adjustments to make would be Electrical because we don't know what the Maritime Electrical Program looks like yet. That is going to be happening within the next 6 months or so and adjustments will be made to that curriculum, but all of our curriculum is Understanding by Backward Design aligned with Common Core and probably will have a new alignment based on new direction from the state with regard to partnerships and work-based learning. Our programs moved from 15% of our students participating in WBL last year to currently 74% this year right now. We developed and implemented a new WBL policy and made it a requirement and not an add-on and not if you want to do it. It is a requirement. He is saying all of this because he is not sure, maybe Mr. Osborne can address where that shift happened to a 1-industry person.

For the benefit of the other board members who have not been involved in these conversations, there has been a series of debates in terms of what Commerce and RIDE are looking for in terms of this role vs. what the Director has been looking at and it is still something this is still being actively discussed, but for the sake of time, Mrs. Kyle would also like to talk about the nominees as well. Mr. Osborn added that there are great and amazing things happening here. That has been not the reason why we have been having this conversation. The reason why is we have very targeted resources that are directly aligned to the mission and purpose of this school and we want to make sure that this school benefits first and most immediately and can serve as a flagship. That is why we are having this conversation. It's not to say that anything is or is not happening, just how do we take these resources that happens once every couple of years and if we miss this opportunity, we will not be able to do it. We need to make sure we use these resources to benefit Davies first and foremost. On the position that is vaguely defined, the conversation that we have had is what is the right background for this person to bring to this school? The idea is that this person would oversee the manufacturing center. The answer is, in an ideal world, it would be someone who has had exposure to leadership in advanced mfg and in

K-12 education. His guess that in RI we will have 5 people, probably 3 who are already working at the school. So the question is how do we bring someone on to bridge that partnership with advance mfg. and be able to have the conversations out in the industry while speaking the language of business and industry and not the language of K-12. We are not saying that it needs be one or the other, but what they are trying to say is that they have confidence that Davies has the knowledge and the ability to navigate the K-12 portion of that conversation effectively; that if there were an area for us that we would say to focus in on as how do we have someone who is constantly having the conversation and working with our employers and be able to speak their language and be able to speak to their needs instead of someone just having K-12 experience. They are not saying that it needs to be one or the other, but the importance and strength of this position, they have seen this with P-Tech where you have someone who has either worked in the industry or is very closely partnered with industry, has allowed relationships to flourish and blossom in a very different way than if it was with someone who is coming from a K-12 perspective who, just by the nature of things, ends up with more K-12 solutions. They would like to have here someone who would be able to say, "Hey, what I am hearing from folks is we brought in a bunch of kids and they are having problems seeking out information. How can we revamp what is happening in our programs to be able to do that?" It is about building on those relationships and getting the confidence from those employers who will want to hire our kids. Mr. Osborn does not consider this bad or unhealthy conversation; its natural, but they come at it with profound respect for the path that already exists here at Davies.

Dr. Segovis asked if we can look beyond RI; absolutely. Mr. Osborn said if we get into the world of certification, they really restrict the ability to bring folks in. You might have someone who lives right over the state line in Mass but doesn't have a RI cert, the less tied we are to education certifications, the more broad we can be in bringing in folks from non-educational backgrounds. The model one that he would like to have is someone from the community college who has experience in business and industry building partnerships. Mrs. Andrews asked how we by-pass RIDES requirements. The question comes down to do we want this person supervising teachers? His answer is the school has the knowledge and expertise in how to manage and supervise teachers and do it effectively. This position is more in terms of partnerships directly developing curriculum but less in day-to-day management of teachers. Mrs. Andrews said this more aligns to what a School-to-Career Office does. It may well be; he doesn't know the inner workings of all the different pieces, but this is a model we've used with P-Tech. We have our own models here at Davies and one is the School-to-Career Office that does WBL and partnerships with industry and that piece works with our teachers and our supervisors to make sure there is a coordination of efforts. Mr. Osborn thinks about this position a little bit differently. He views it as there is going to be, assuming the budget goes through and it looks positive that it will, a center for advanced mfg. here at the school and there needs to be someone who can go out and speak with the authority of leadership, publically and privately with employers and other folks to help build and strengthen relationships related to that center. We do not want the school to change its structure; we don't want the school to think of things differently, but this role is one that is going to have a good amount of external visibility potentially and will also need to help to kind of round out and support the structures of this school. From his understanding, it is a little bit different, but we are open to figure out the right set of solutions. The feedback they got back is by and large, if we tie it to K-12 educational certifications, which we have not had to do with those P-tech positions because of the way it was set up. It is his understanding that it is not required, a building level administrator certification. All the P-tech programs that Mrs. Andrews is aware have hired building level administrators. It depends on what position you looking at. So there are two different positions for P-tech. One does require it and the business partnerships position doesn't.

Teacher certification in CTE is a huge problem. We are working to revamp what is happening at colleges to try to get more mid-career professionals into K-12 programs and we are also looking at dramatically changing this certification requirements specifically for CTE to better reflect the background of folks and the fact that you can have someone who has a Journeysman License

who served in the military and literally has every piece of experience you would ever want. Because he doesn't have a bachelor's degree, he can't teach in a high school without an emergency cert. Mrs. Andrews said that wasn't true in RI. You have 10 years to get your bachelor's. Mr. Osborn said it is 7 years, a change since last fall, and 1 year emergency certs. I am not going to go home and tell my wife that I am going to change my job, take a pay cut, and RIDE could pull my emergency cert at any time. We need to change that and literally the fact that the person might, this is how ridiculous this is, have a bachelor's in pottery and not related to what they are teaching. We are trying to change this because we realize it creates a lot of restrictions.

Mr. Burns asked what does "FORGE" mean. (*Refer to handout: "Establishing the FORGE Center at the William M. Davies, Jr. Career and Technical High School"*) The reason why he asked was Mr. Osborn talked about branding CTE. If you are in Bio-Engineering, that doesn't mean they are going to be anywhere close to manufacturing. If you are an engineer you may not be anywhere near mfg. If you are in Electrical, you may or may not. Mr. Burns' background as an industrial engineering at Raytheon, it was design driven and the king of the hill were the real engineers. He was in manufacturing and it was not well respected. He spent half of his career doing that. He doesn't think there is any moving back from this break because it has been so widely touted in the General Assembly. It will be manufacturing, but we all got to have our eyes wide open about what it means to be a center for manufacturing. It is not necessarily glamour. You can be working in a machine shop getting your hands dirty. That may not necessarily help the CTE brand. We can't alienate people who have a certain interest. Maybe it should be Davies Center for Technical Studies, something which may be a lot more glamorous to students than manufacturing. Mrs. Kyle said it is how we tell the story in terms of how we brand. Mr. Osborn said there has been a tremendous amount of support from the manufacturing community at large for this work. He thinks the exact naming is open for interpretation. We only have two manufacturing programs in RI at the high school level. One is at Davies which up until one or two years ago, had low enrollment numbers. Mrs. Andrews and Mr. Burns asked, "Do you mean machine trades?" Mr. Osborn answered that is part of the challenge; this is part of why we need to have this conversation. The other one is a P-tech program down in Westerly that has partnered with Electric Boat. The one at Davies largely focuses on machining. What has been happening for many kids and many parents is that the two are interchangeable in that being the only experiences in manufacturing when there is many more, much broader than just machining. It's a part of it, but how do we get broader in terms of helping define that for students. When he meets with folks it is that the jobs that are out there and available are much broader and much deeper than just machining. Machining is just one of the jobs, it is not the full gamut.

Mr. Burns asked how do you explain out the risks and failures of that kind of branding that could be a little bit more generic. Mr. Gemma added that it is difficult to turn back once you move in that direction. With the team at Davies, they have done such a great job of blending all the different programs so that the students that do come here, number one, have to work very hard to come into this school. He has recommended a couple of students who never made it in and, number two, the students who are coming out of Davies are very well rounded in many of the different programs out there. And to Mr. Osborn's point about Westerly, Mr. Gemma sat in at the meeting with Pres. DePasquale at the time, with Electric Boat, with the school, and now it is going to be a college environment so Electric Boat can get more welders, manufacturers, etc. The blend of college in the high school education was talked about 6-8 years ago and Davies was in the forefront of it because Davies electrical students get college credits toward their night schooling and they bragged about it. We are very close to making this happen but his biggest concern he has is making such a drastic change at Davies, it is very difficult to unwind ten years from now if all of sudden industry moves in a different direction. We have to do this in a very logical thought out way rather than just saying, "We have all this money, let's build a building, make this grand standing manufacturing and all of a sudden now Davies becomes an advanced manufacturing school." And parents are going to send their kids for healthcare or some of the others, they are never going to do it. It will all be focused on manufacturing and then we will be

fighting for funding. Mr. Osborn, being super clear, does not want the school to change. The idea is to build up this portion of it not to ultimately get rid of the other pieces. The other pieces are all safe, usually are successful. For this area, how do we build what is a huge need for the employer community recognizing that the needs for the employer community are dynamic and ever-changing. What the right thing is today is going to be different in three years from now and then in 5 years. How do we build on space to be able to make sure we meet those needs because the jobs are there and there are graduating folks who need those jobs. We don't want the school to change ultimately on what it is doing. We should have been having this discussion back in January, not today, May 8th. Let's figure out to slow down and be thoughtful of what we will do to make sure we are doing the right thing for the future, the best interest of the school and the students at the school; that's the goal. This is ideally a process that helps take the existing program that exists here, build it out somewhat, get the much needed resources to really make it at the ultimate level that folks want it to be at. The school has been thinking about this for a long time. When we had the conversation, you were ready to rock and roll; it's just now we have the resources to do it and there is an opportunity for a lot more similar money to follow assuming the folks from the employer community moves in the direction it is heading.

Mr. Marquis added what he has heard in this whole conversation today, RIDE thinks of Davies as a gem. The reason why they chose the school is because of what we have been able to accomplish as an organization. He thinks the biggest difference now is both sides have to listen to one another and try to get to the point where we have a shared vision that we go after. Everything Mr. Osborn is offering; everything he said that Mr. Marquis personally thanked him for because it is good for the state, a terrific thing for the students, industry, everyone. He thinks there are some bumps. In general, we should buy-in to this wholeheartedly and really work hard together to make this happen because he thinks in the end everyone benefits, the students, the state, industry. It makes a lot of sense and if we can just not be so dug in on oppositions on either side, try to listen to one another, and accomplish the vision, we will have a great opportunity here. This is a great thing, but he just gets concerned when people start to dig in...I'm RIDE....I'm Davies. It shouldn't be that way. It is the RI education system that we are trying to improve. If we do that he thinks we will have a great chance of being successful.

This is something Mr. Gemma has thought about for a very long time, we have CCRI here right next door, a college right there, putting a building in the middle, and putting the center there where we will literally be sending students for college credits. This is something that was originally talked about with Westerly. Mr. Osborn said about 2 years ago, one of the first things they tackled when he joined the team at RIDE, was they redid all of the dual enrollment regulations. The students taking college courses at Hope High School, we did a template for everyone to work with. In the past, everyone had individual relationships, for example, in Smithfield, they had an amazing relationship with RIC for a very long time. We made it where it defined all of the instructor requirements and also streamlined all of the processes for kids to be able to access it. Last year was the first year we doubled the number of kids in high school earning college credits as a part of high school. There are two or three ways to do it. One is most prevalent but has a lot of faculty issues at the college level with the college unions and that is to get the college departments to agree to offer credit for courses offered at the high school or faculty members to meet the requirements. There are a lot of general ed elective courses. CCRI has a handful of STEM courses. They haven't gotten into industry stuff yet. They are trying to get there. We were able to do the most on the technical front right now, is having kids going on the college campus, being taught by a college instructor. The way we have it set up is the school doesn't pay for it. So to be able to cut through the path and have students come or whether the instructor comes to the school and teach it, is it is all paid for. You don't have to worry about those contractual issues and things like that in terms of instructors. So we are trying to get there. We are not done; there is still a lot of work that needs to be done.

Mr. Halkyard made one little point. He appreciated the fact that Mr. Osborn submitted to the board three nominations to the board, he just wanted to go back to the first 20 years since the

Board of Trustees has been in existence, we would thoroughly vet potential members of the board; we would send the nominations down to the Board of Regents, what they were called them in those days, and they would within 30-60 days get back to us and we could proceed. Now the process seems to be we do the vetting; we send the names to RIDE; and then they disappear into a deep hole. Does Mr. Osborn see that changing so that we could possibly work together to get the best people on this board? Again, Mr. Osborn wished this conversation happened in January. This led to some of the communication challenges. His aspirational statement was for us to figure out how to coordinate efforts together to be able to reduce these types of issues moving forward. There is nothing more frustrating than having something go and not knowing what the turnaround time is. Things like that. He wouldn't expect that to be the norm. With the nominations they received in the fall, they knew they were getting the grant funding which we were not allowed to announce until the middle of January. We wanted to figure out how to have a thoughtful conversation about how do we use this opportunity to strategically align efforts. What happens from their perspective, they are held accountable for the outcomes for the state schools and state districts as well and we have conversations like we have been having literally for a six month period presenting it at every single K-12 Council (current name of the Board of Regents) meeting presenting on this work. Ideally, when we bring forth nominations, we would want to show the strategic alignment between the work we have been talking about for that six month period and the work that will be taking place.

As a follow-up to Mr. Halkyard's question, Mrs. Kyle asked about the names that have already been advance to the state. What is the disposition on those candidates? One of the things that has come apparent from one of the conversations is the need to figure out to best improve communication. The Commissioner is not inclined to move forward with those names without a conversation about how to strategically align efforts between the goals of Prepare RI and the goals of the manufacturing center. Dr. Segovis asked, "then are they being held hostage?" To be frank, why didn't he communicate this sooner? Mr. Osborn believes he did. Mr. Wagner clearly communicated through Angela Teixeira, Liaison to the Council of Elementary and Secondary Education, that we would not be moving those nominations forward. He doesn't know where that got hung up. Through Angela to whom? Dr. Segovis asked Mr. Osborn to check on that because it is a big disconnect. When he was the chair, we waited months. This is a pattern. It is hard to get good people to begin with and then go back and wait. This is not the first time. A lot of people donate a lot of time and effort and then there is no cooperation at the other end. Dr. Segovis knows Mr. Osborn is being caught in the middle, but, let's have a straight forward conversation and the Commissioner should be a part of that. Mr. Osborn said let's focus on the relationship and how to best communication and he can serve as a conduit for that. Mrs. Kyle asked, "What is the answer then?" "Are these candidates still on the table?" Mr. Osborn answered, "What we would like to see in the nominees are things that reflect the direction of where we are trying to head in career education." Mr. Burns asked again, "With the names previously put forward, was the answer "no?" The answer back in the fall was "no." He will go back and track the line of communication. That is problematic that it was not shared back. We need to have to make sure the feedback is shared when we have conversations. Mr. Halkyard asked when are we going to have that conversation, next week? Whenever the board wants to have that conversation. Dr. Segovis feels it would be a great conversation to have the Commissioner share with the Board his vision of Davies and where we are going and make sure we are all aligned on the same page. We will enjoy it; it will be helpful. Mr. Osborn hoped this started happening back in January. There should be no action bigger than Mr. Wagner choosing and wanting to have the State of Education Speech here, tonight, because it really is emblematic of the work he is trying to accomplish. The hope is there is a belief in the vision; there is belief in that we are working together on those different pieces. He can work with him to come out and talk at a different meeting.

Mrs. Kyle added, "Today we turn the page. Moving forward we will look for solutions as we look to strategically align with all the multiple agendas that seem to be at the table so to speak." It is really about the students and about the industries that the students are interested in that

produce jobs. She wanted to know what the process is. She is sitting here saying let's talk about Hospitality. I get advanced mfg. It is terribly important, but she doesn't want to create classes within the school. So we don't have any board members at this table that represent hospitality. That is a disservice to the students and to this school. So for the Commissioner or whomever say "no," where is the dialogue? So that happened; we can't change that, but moving forward, what can we put in place to ensure there is a dialogue, so there is a reach out? What if we disagree; where is that decision process. You may not have the answer today, but it is something that we need to talk about in the near future. Mr. Osborn answered that one big picture, strategic, we are redirecting all of our state money and state resources to be able to make sure our limited resources are being vested in career ed programming that prepare kids for high reach-skilled jobs, the priority sectors identified by the Governor's Workforce Board. They are not funding programs that are not doing that starting next year. Hospitality is one of those high reached-skilled sectors, but there is tremendous opportunities in terms of IT and all these other different areas that are growing and growing quickly. In terms of when we agree to disagree, Mr. Osborn doesn't know what the process is for that, but he thinks he can go back to the team and check on that.

Ms. Carroll asked about RIDE not funding those programs that are not one of the priority sectors, what state funds? Categorical. Mr. Ouellette added that the hospitality sector kind of bothers him in that it is listed as one of the eight priorities. Mr. Bahjat Shariff, for example, he came to this company with \$300. He now has 30 Paneras. He speaks very passionately about the people who work for him, and they have a lot of respect for him. So there are opportunities and this school has been cited time and time again about its success in hospitality. Mr. Osborn loves Heather Singleton a lot. He thinks she is amazing. The question is as we go forward, we want to make sure there is strategic alignment. This is not a referendum against Hospitality or Heather. She has been an amazing partner for us. A few weeks back, Mr. Ouellette asked Heather if she was still interested in sitting on the board, so what does he tell her? She is very eager to come on the board. He is just trying to figure out what that conversation is going to be. Does he say, "RIDE is turning its back on Hospitality?" Dale Venturini will jump off a cliff if that is the case. Mr. Osborn wouldn't say that. What he would like everyone to do is to have a conversation as soon as the board wants to have it. Say we do choose to move forward with the first three which are ex officio positions, which that kind of help brings strategic alignment to the board. Then let's have that conversation about who are the next array of folks to pull on the board like Heather, she has been an amazing partner. Let's have Heather but let's figure out how to use those next four positions strategically to make sure we have the right level buy-in and support for whether it be for the CAM but all of the programs here at the school.

The Commissioner wanted to start looking at how can we strategically align to what we are trying to do with career education in RI. Heather is a fantastic resource and an amazing partner. With the press or the work they have done, they have been able to put kids in jobs right out of high school or while they are in it, but how do we make sure we have the right 4 folks that are going to help us insulate against the conversations that have been happening on CTE in recent years. How do we get the right folks invested in what is happening within this building? Mr. Osborn wanted to make it very clear with those three nominees we submitted back in the Fall, there was not a comment about anyone not being the right person; it was just the need to have a larger picture conversation to ensure strategic alignment. If Heather is the right person, then let's have Heather. The woman from CCRI is a nurse so she can also represent Health Careers which is not one of the CAM programs.

Mrs. Kyle will be setting up a nominating committee meeting by next week. On behalf of the Board, Mrs. Kyle thanked Mr. Osborn for his time. It was a really good discussion. Some amazing things are created in this world through an organic process, and although this gets a little gritty, it is only because we have the best intentions. We are all respectful of each other, time, our talents, our treasures, and all of that. She thanked the trustees for their insight and their contribution, and thanked Mr. Osborn for that as well. The board also thanked him.

4) Commissioner's RI's State of Education Address

A reminder agenda item, tonight, May 8th, at 5:00 p.m., in the Cafetorium

5) 2017 Graduation Ceremony

An FYI agenda item, June 13th, 6:30 p.m., at the Stadium Theater, in Woonsocket

6) Other

N/A

IV Adjournment

At 9:49 a.m., Mrs. Kyle motioned to adjourn and all were in favor.